District VMV Goals	School Improvement Information	Data & Information Sources	AdvancED
Vision	Vision **100% Student Success** **Succeed Achieve Educate**	2013-2014	Standard 1-1.1, 1.2: Purpose
Mission	Mission **The mission of Shore Acres Elementary is to provide a rigorous educational program to prepare students to be lifelong learners and productive citizens.**	2013-2014	Standard 1-1.2: Purpose
Values	Values **Students First** **Working Together with Children, Families and Community** **Respectful and Caring Relationships** **Cultural Understanding and Acceptance** **Integrity** **Assume Responsibility for Whole School** **Teaming is a Way of Work**	2013-2014	Standard 1-1.3: Purpose
	Part I: Current School Status		
	A. School Information		
	1. *School-Level Information*		
	☐ School **Shore Acres Elementary** **PreK – 5th grade, 51% F&R, 802 students**	**DW**	
	☐ Principal's name **Dr. Bonnie Cangelosi**		
	☐ School Advisory Council chair's name **Mrs. Linda Nelson** **Parent of a 4th Grader, spent last three years a PTA President**		
	2. *District-Level Information*		
	☐ District	✓	
	Pinellas County		

	☐ Superintendent's name	✓	
	Michael A. Grego Ed.D.		
	☐ Date of school board approval of SIP	✓	
	September 24, 2013		
	B. School Advisory Council (SAC)		
3	1. Describe the involvement of the SAC in the development of this school improvement plan. **SAC committee reviews SIP plan in early September, gives input and approves final copy.**		Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year. **Schoolwide support of the implementation of Common Core Standards and High Yield Strategies through providing resources and support with community partners.**		
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project. **Teacher planning time to plan and implement the Goals and Action Plans in the SIP.**		

3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:
	    X Yes, we are in compliance.
	    ☐ No, we are not in compliance.		

	5. If no, describe the measures being taken to comply with SAC requirements.		
	C. Highly Qualified Staff		
	1. *Administrators*		
	For each of your school's administrators (principal and all assistant principals), complete the following fields:		Executive Summary: Section 1
	a) Name **Dr. Bonnie Cangelosi,** Principal **Kimberly Stoessel,** Assistant Principal		Executive Summary: Section 1

3	b) Credentials (degrees and certifications) **Cangelosi EdD in Ed Leadership** **Stoessel MA in Ed Leadership**		Executive Summary: Section 1
3	c) Number of years as an administrator **Cangelosi 17 years** **Stoessel 3 years**		Executive Summary: Section 1
3	d) Number of years at the current school; **Cangelosi 3 years** **Stoessel 2 years**		Executive Summary: Section 1
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) **Cangelosi "A" School for 11 years in a row; AYP 6 years; Lowest 25% consistently showing gains each year; FCAT results consistently at or above district and state level with a positive trend** **Stoessel "A" School for 2 years, Lowest 25% consistently showing gains each year, FCAT results consistently at or above district and state level with a positive trend**		
	2. *Instructional Coaches*		Executive Summary: Section 1
	For each of your school's instructional coaches, complete the following fields		Executive Summary: Section 1
	a) Name **Mary Osborne**		Executive Summary: Section 1
	b) Subject area **Literacy**		Executive Summary: Section 1
	c) Credentials (degrees and certifications) **B.S. Degree from Wheelock College in Boston** **MA and my master's degree from USF, St. Petersburg in Elementary Education** **with an emphasis on Reading and Language Arts**		Executive Summary: Section 1

	d) Number of years as an instructional coach **24 years**		Executive Summary: Section 1
	e) Number of years at the current school **0**		Executive Summary: Section 1
1,2	f) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs) **Tied to district data over the last 24 years as instructional coach. Districtwide data has shown academic growth over those years.**		
	g) Full-time or Part-time **Part-Time**		Executive Summary: Section 1
	h) School-based or District-based **District-based**		Executive Summary: Section 1
	3. *Instructional Staff*		Executive Summary: Section 1
	a) # of instructional employees	**57**	Executive Summary: Section 1
3	b) % receiving effective rating or higher	**95**	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	**98**	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.	**98**	Executive Summary: Section 1
2	e) % ESOL endorsed	**42**	Executive Summary: Section 1
2	f) % reading endorsed	**5**	Executive Summary: Section 1
3	g) % with advanced degrees	**37**	Executive Summary: Section 1
3	h) % National Board Certified	**7**	Executive Summary: Section 1
	i) % first-year teachers	**12**	Executive Summary: Section 1

	j) % with 1-5 years of experience	**5**	Executive Summary: Section 1
	k) % with 6-14 years of experience	**40**	Executive Summary: Section 1
	l) % with 15 or more years of experience	**42**	Executive Summary: Section 1
	4. *Paraprofessionals*		Executive Summary: Section 1
	a) # of paraprofessionals	**0**	Executive Summary: Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE)	n/a	Executive Summary: Section 1
	5. *Teacher Recruitment and Retention Strategies*		
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible. **Person responsible: Dr. Bonnie Cangelosi, Principal** **Strategies: District creates list of highly qualified teachers. We interview from that list using interview questions that focus on our school goals for improvement**.		Standard 2: Governance and Leadership
	6. *Teacher Mentoring Program/Plan*		
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. **Observe mentee's instruction & provide feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress & analyzing student work; Modeling or co-teaching lessons . Pairings are based on grade level assignment and district trained mentor.**	**2 new teachers need mentors**	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		
4	1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs. **Students are identified by teachers who begin a Tier three intervention process with the students. At that same time the teacher notifies the SBLT team and parents that**		Standard 3-3.7: Teaching and Assessing for Learning

<table>
<tr><td></td><td>they have started interventions with the child. This child is then discussed at the next SBLT meeting. Teacher keeps data on the child and if interventions did not work, the teacher then moves the child to a Tier 2 level in the process. At this time small group interventions are added and hourly teacher support is pushed in. Progress monitoring data is kept on these children and discussed at SBLT meetings. If the child still does not make progress he/she is moved to Tier 3 in the process where he/she works one-on-one with the teacher and hourly teacher with intensive interventions. The child is progress monitored and data is kept and discussed at weekly SBLT meetings. If the child still does not improve the child is then considered for further testing and possible placement into a special education program.</td><td></td><td></td></tr>
<tr><td>4</td><td>2.   Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?
Karen Faris/Waldrop, Guidance-Facilitator – generates agenda and leads team discussions
Lisa Touchette, ESE Teacher; Lisa Flanagan, Hourly Teacher; -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
Reagan Rogers, School Psychologist – Manages technology necessary to manage and display progress monitoring data. Works with identified students to test them as part of RtI process. Works with teachers and parents to support through RtI process.
Karen Faris/Waldrop, Guidance-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
Bonnie Cangelosi, Principal; Kim Stoessel, Assistant Principal-Facilitator/Time Keeper –helps team begin on time and ensures adherence to agree upon agenda
Meeting time: Mondays 8:30 a.m.
Brian Piscalko, Social Worker – Connects with families to create a seamless process
Deborah Flannery, Diagnostician – Review folders to ensure process is completed correctly.</td><td></td><td>Standard 2-2.4: Governance and Leadership</td></tr>
<tr><td>4</td><td>3.   Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.
The SBLT meets weekly and reviews the progress monitoring data that is being collected on each identified child. At this time decisions are made to meet with the teacher to move the child to a next level if needed or to exit the child from the process.</td><td></td><td>Standard 2-2.3,2.4: Governance and Leadership</td></tr>
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5	4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance). **EDS is used for District Common Assessment in Reading, Writing, Math, and Science. PMRN is used for FAIR testing data. Data Warehouse displays all FCAT testing data. Ongoing Progress Monitoring data is displayed on Aimsweb. Teacher data bases contain Formative Assessments data.**		Standard 5-5.1, 5.2, 5.3, 5.4: Using Results for Continuous Improvement
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving. **During our weekly meeting we review data and make support decisions as a team. Members from the team are assigned to ensure steps for intervention are implemented. Classroom teachers are trained and updated in the MTSS process twice each year. Individual teachers with problems are assigned to a SBLT team member to support them and help them better understand the process.**		Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement
	E. Increased Learning Time/Extended Learning Opportunities		
2	Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development). **Learning time is extended beyond the school day two to three days each week. This leaning time is focused on students' academic level to provide enrichment and/or intensive instruction.**		Standard 3-3.1, 3.12: Teaching and Assessing for Learning
	F. Literacy Leadership Team (LLT)		
2	1. Identify the names and positions titles of the members of your school-based LLT. **Dr. Bonnie Cangelosi, Principal** **Kim Stoessel, Assistant Principal** **Nicole Yakubovsky, 3rd Grade Teacher** **Christie Katz, 5th Grade Teacher** **Paula Keane, 1st Grade Teacher** **Barb Papia, 1st Grade Teacher**		Executive Summary: Section 1

2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions). **Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:** **• Support for text complexity** **• Support for instructional skills to improve reading comprehension** **o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons** **o Providing scaffolding that does not preempt or replace text reading by students** **o Developing and asking text dependent questions from a range of question types** **o Emphasizing students supporting their answers based upon evidence from the text** **o Providing extensive research and writing opportunities (claims and evidence)** **• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).** **The district will provide training and tools for Literacy Leadership Teams.**		Executive Summary: Section 1
2	3. What will be the major initiatives of the LLT this year? **Support Staff Professional Development:** **• Lead teachers in the development of high yield teaching strategies in all subject areas based on Common Core** **• Create a targeted PLC calendar for the school year to drive professional development and data analysis based on targeted Common Core standards selected by grade level.**		Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning

	H. Preschool Transition		
	This section is required for schools with grades K-2.		
1,2	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable. **We provide school tours throughout the spring so families can come to visit our campus and talk with primary teachers.**		Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	Part II: Expected Improvements		
	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.		
	A. Area 1: Reading		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		
1	☐ Students scoring at Achievement Level 3	**30%**	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	**34%**	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		Assessment Matrix
1	☐ Students scoring at Levels 4, 5, and 6	**8%**	Assessment Matrix
1	☐ Students scoring at or above Level 7	**92%**	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0 and FAA)	**FCAT 38%** **FAA 50%**	Assessment Matrix
1	☐ Students in lowest 25% making learning gains (FCAT 2.0)	**66%**	Assessment Matrix
	d) Comprehensive English Language Learning Assessment (CELLA)		
1	☐Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	**Listening 45%** **Speaking 45%**	Assessment Matrix
1	☐ Students scoring proficient in reading(students read grade-level text in English in a manner similar to non-ELL students)	**40%**	Assessment Matrix

1	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	**37%**	Assessment Matrix
	e) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA **Special Ed FCAT 35%**　　**White FCAT 69%** **FAA 100%**　　　　　　**FAA 100%** **LEP**　　　　　　　　　**Asian FCAT 63%** **FCAT 29%**　　　　　　**FAA 100%** **Econ Dis** **FCAT 52%** **FAA 100%**		Assessment Matrix

	Goal 1 to support target(s): **77% of students will receive a Level 3 or above on the Reading FCAT.** **100 % of black/Afric.Am will reach the identified AMO target in Reading.** **Shore Acres Reading goal is to reach the 2013-14 Targets on the FCAT in all subgroups by implementing rigorous instruction to implement the Reading Common Core Standards in all grade levels.**	**Shore Acres Sub Groups not meeting Target AMO:** Asian White Econ Dis **Black/Afric.Am**	
1	**Possible Data Sources to Measure Goal 1**: FCAT grades 3 – 5 Pinellas County Common Assessments, Formative Assessments and Running Records		

Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
1 **Asian**	5	63%	7	85%
2. **White**	172	69%	**203**	81%
3. **Econ Dis**	74	51%	96	66%

4. **Black/Afric.Am**		7	33%	10	49%

Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)	
Action 1- Increase rigorous instruction.	
Action 2- Focus instruction on students scoring in level 2 FCAT in order for targeted subgroups to meet AMO.	
Action 3- Focus instruction on academic vocabulary and informational text skills with our Black/Afric.Am subgroup.	
Plan to Implement Action 1: Teachers will participate in professional development on rigor in reading using the resource, *Text Complexity*, during a monthly book study. This professional development will increase the understanding and implementation of text complexity, matching readers to texts and Close reading techniques. The school will increase our resources in non-fiction and paired literature sets. The literacy coach will work with individual teachers and lead monthly professional development. The reading School Improvement Team will evaluate ongoing data and support the planning of professional development.	
Plan to Implement Action 2: Teachers will participate in PLCs that will evaluate data and formative assessments to determine instructional needs. Monthly PLCs will focus on reading strategies derived in a lesson study format, targeting specific areas in the Common Core Standards that will yield gains for students that scored level 2 on FCAT. During second semester second grade will focus on increasing Close reading strategies with non-fiction passages. The reading School Improvement Team will evaluate ongoing data and support the planning of professional development.	
Plan to Implement Action 3: Teachers will participate in PLCs to develop for implementation high yield lessons and strategies focusing on academic vocabulary and informational text skills to work with our Black/Afric.Am students in all grade levels.	

	B. Area 2: Writing		
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*		Assessment Matrix
1	☐ Students scoring at or above 3.5	**80%**	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐Students scoring at or above Level 4	**67%**	Assessment Matrix
	Goal 2 to support target(s): **90% of the 4th Grade students will receive at 3.5 or above on the Writing FCAT.** **100 % of black/Afric.Am will reach the identified AMO target in Writing.** **Shore Acres Writing goal is to reach the 2013-14 Targets on the FCAT in all subgroups by implementing integrated explicit writing instruction to implement the Writing Common Core Standards in all grade levels.**	**All** subgroups met AMO Targets.	
	Possible Data Sources to Measure Goal 2: **Florida Writes, Formative Assessments, 4th Grade District formative assessments.**		

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
	1. **Asian**	**2**	**%**	**n/a**	**n/a%**
	2. **White**	**65**	**79%**	**74**	**90%**
	3. **Econ. Dis**	**74**	**51%**	**96**	**66%**
	4. **Black/Afric.Am**	**7**	**33%**	**10**	**49%**
	<mark>**Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)**</mark>		
	Action 1- Increase explicit writing instruction using in 4th Grade in order for all students to meet or exceed the target score of 3.5 on Florida Writes.		
	Action 2- Increase explicit writing instruction on writing in response to an informational text.		

	Action 3- Increase conferring time focusing on elaboration and conventions.		
	Action 4 - Focus instruction on Tier 2 vocabulary and conventions with our Black/Afric.Am subgroup.		
	Plan to Implement Action 1: 4th Grade teachers will focus on explicit writing instruction using high yield strategies for expository and narrative writing.		
	Plan to Implement Action 2: Teachers will participate in monthly PLCs to discuss and evaluate data to determine writing instructional needs. Focus will be on informational text and developing strategies to instruct on writing in response.		
	Plan to Implement Action 3: Teachers will participate in school-based training on conferring and elaboration. Follow-up discussions will occur in PLC meeting on a monthly basis.		
	Plan to Implement Action 4: Teachers will increase conferring time with Black/Afric.Am students focusing on Tier 2 vocabulary and conventions.		
	C. Area 3: Mathematics		
	1. *Elementary and Middle School Mathematics*		
	The following data shall be considered by elementary and middle schools.		
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)		Assessment Matrix
1	☐ Students scoring at Achievement Level 3	**38%**	Assessment Matrix
1	☐ Students scoring at or above Achievement Level 4	**31%**	Assessment Matrix
	b) Florida Alternate Assessment (FAA)		
1	☐ Students scoring at Levels 4, 5, and 6	**33%**	Assessment Matrix
1	☐ Students scoring at or above Level 7	**67%**	Assessment Matrix
	c) Learning Gains		
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA)	**FCAT 44% FAA 42%**	Assessment Matrix

1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	**70%**	Assessment Matrix
	d) Annual Measurable Objectives (AMOs)		
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA **Special Ed**　　　　**White** **FCAT 40%**　　　　 FCAT 73% **FAA 100%**　　　　 FAA 100% **LEP**　　　　　　**Asian** **FCAT 36%**　　　　 FCAT 88% **Econ Dis**　　　　 FAA 100% **FCAT 54%** **FAA 100%**		Assessment Matrix
	Goal 3 to support target(s): **74% of students will receive a Level 3 or above on the Math FCAT.** **100 % of black/Afric.Am will reach the identified AMO target in Math.** **Shore Acres Math goal is to reach the 2013-14 Targets on the FCAT in all subgroups by implementing the Math Common Core Standards in all grade levels using research based practices derived from various resources. These practices will include: rigorous instruction, intervention-high yield strategies and evaluation through formative assessments.**	**All** subgroups met AMO Targets.	
	Possible Data Sources to Measure Goal 3: **FCAT, District Common Assessments, Formative Assessments**		

Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals		2013-14 Targets	
1. **Asian**	n/a	n/a	n/a	n/a
2. **White**	181	72%	195	78%
3. **Economically Disadvantaged**	78	54%	89	62%
4. **Black/Afric. Am.**	10	48%	9	45%

	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
	Action 1- Implement MFAS (Mathematics Formative Assessment System) formative assessment model across all grade levels.		
	Action 2- PLCs will focus on Black/Afric.Am subgroup formative assessment data to drive and differentiate instruction.		
	Plan to Implement Action 1: All teachers will participate in monthly professional development on MFAS assessments and using these assessments to drive high yield instruction. Monthly PLCs will be based on developing and implementing grade level formative assessments. Cross grade level articulation meetings will be held each semester to provide vertical alignment of Common Core Standards instruction.		
	Plan to Implement Action 2: Monthly grade level PLCs will examine MFAS data specific to our Black/Afric.Am student subgroup to identify student needs and differentiate instruction. Guidance counselor will meet monthly with students in the STEP program to monitor student progress. This program also provides mentors for students to focus on their academic progress.		
	D. Area 4: Science		
	1. *Elementary and Middle School Science*		
	a) *Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)*		Assessment Matrix
1	☐ Students scoring at Achievement Level 3	32%	Assessment Matrix
1	☐ Students scoring at or above AchievementLevel 4	25%	Assessment Matrix
	b) *Florida Alternate Assessment (FAA)*		
1	☐ Students scoring at Levels 4, 5, and 6	25%	Assessment Matrix
1	☐ Students scoring at or above Level 7	75%	Assessment Matrix
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)		
1	☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)		Standard 3-3.12: Teaching and Assessing for Learning

1	☐ Participation in STEM-related experiences provided for students		Standard 3-3.1: Teaching and Assessing for Learning

	Goal 4 to support target(s): **67% of our 5th Grade students will meet or exceed expectations on the Science FCAT.** **100 % of black/Afric.Am will reach the identified AMO target in Science.** **Shore Acres Science goal is to reach the 2013-14 Targets on the FCAT in all subgroups by implementing the Science Standards in all grade levels using research based practices derived from various resources. These practices will include: rigorous instruction, intervention-high yield strategies and evaluation through formative assessments.**		
	Possible Data Sources to Measure Goal 4: **Science FCAT and Pinellas County Assessments, Formative Assessments**		

	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets)	**2012-13 Actuals**		**2013-14 Targets**	
	1. **Asian**	2	100%	n/a	n/a
	2. **White**	51	62%	n/a	n/a
	3. **Econ Dis**	19	43%	#	%
	4. **Black/Afric. Am**	2#	29%	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1 – Increase explicit instruction reading scientific informational text, academic vocabulary and organizing information.				
	Action 2- Increase student engagement using hands-on experiments that reinforce the Scientific Method.				
	Action 3- Increase explicit writing instruction with students utilizing science journals with a focus on vocabulary across all grade levels.				

	Action 4 – Focus instruction on Science vocabulary and organizing information with our Black/Afric.Am subgroup.		
	Plan to Implement Action 1: Teachers will use their Reading and Science block to explicitly instruct informational text reading strategies, vocabulary instruction and utilize various graphic organizers to organize information.		
	Plan to Implement Action 2: Grade level teams will plan and implement varied science experiments that reinforce the Scientific Method.		
	Plan to Implement Action 3- Teachers will provide explicit instruction on how to effectively create and maintain a science journal. Teachers will maintain a science word wall that supports their instruction.		
	Plan to Implement Action 4- Teachers will participate in PLCs to plan lessons for our Black/Afric.Am students that will enhance Science vocabulary instruction and instruct on how to organize information.		

		2012-13 Actuals		2013-14 Targets	
	G. Area 7: Social Studies				
	Goal 5 (add other goals as needed) to support target(s): **Shore Acres Social Studies goal is to implement the Social Studies Standards in all grade levels using research based practices derived from various resources. These practices will include: rigorous instruction, intervention-high yield strategies and evaluation through formative assessments.**				
	Possible Data Sources to Measure Goal 5: **Formative Assessments**				
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1. **Asian**	n/a	n/a	n/a	n/a
	2. **White**	n/a	n/a	n/a	n/a
	3. **Econ Dis**	n/a	n/a	n/a	n/a
	4. **Black/Afric.Am**				
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1- Increase explicit reading instruction on Social Studies informational text, academic vocabulary and organizing information.				
	Action 2- Focus instruction on Social Studies vocabulary and organizing information with our Black/Afric.Am subgroup.				
	Plan to Implement Action 1: Teachers will use their Reading and Social Studies block to explicitly instruct informational text reading strategies, vocabulary instruction and utilize various graphic organizers to organize information.				
	Plan to Implement Action 2: Teachers will participate in PLCs to plan lessons for our Black/Afric.Am students that will enhance Social Studies vocabulary instruction and instruct on how to organize information.				

	H. Area 8: Early Warning Systems		
	1. *Attendance*		
3	☐ Students tardy 10 percent or more, as defined by district attendance policy	**201**	Standard 5-5.2 Using Results for Continuous Improvement
3	☐ Students absent 10 percent or more, as defined by district attendance policy	**103**	Standard 5-5.2 Using Results for Continuous Improvement
	2. *Suspension*		
3	☐ Students with one or more referrals	**29**	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more referrals	**4**	Standard 5: Using Results for Continuous Improvement
3	☐ Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	**3**	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.	**0**	Standard 5: Using Results for Continuous Improvement
3	☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	**7**	Standard 5: Using Results for Continuous Improvement
3	☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.	**2**	Standard 5: Using Results for Continuous Improvement
3	☐ Students with ten or more in-school or out-of-school suspension days	**0**	Standard 5: Using Results for Continuous Improvement
3	☐ Students referred for alternative school placement	**0**	Standard 5: Using Results for Continuous Improvement
3	☐ Students expelled	**0**	Standard 5: Using Results for Continuous Improvement
	3. *Retention*		
1	☐ Students retained	**21**	Standard 5: Using Results for Continuous Improvement
1	☐ Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.	**n/a**	Standard 5: Using Results for Continuous Improvement

1	o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses	**5**	Standard 5: Using Results for Continuous Improvement
1	☐ Students off track for graduation based on credits required to date for their cohort	**n/a**	Standard 5: Using Results for Continuous Improvement
	I. Area 9: Parent Involvement		
3,4	Shore Acres Elementary has great parent involvement with monthly after school and evening activities for the parents to get involved in. Most evening parent events had an average of 200 parents in attendance.		
	J. Area 10: Additional Targets		
	K. Problem-Solving		
1-5	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.		
1-5	☐ Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. **Shore Acres Elementary will identify and support students whose families meet the definition of homeless.**		
1-5	☐ Step 2:Brainstorm barriers that could prevent the school from achieving each goal. **The school is not notified of the homeless status of the families; therefore, the liaison cannot perform expected services. Poor student attendance Transient status of the families**		

1-5	☐ Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable). **First –Poor student attendance** **Second – Transient status of the families** **Third – School not notified of homeless status**		
1-5	☐ Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. **Resources for All Three – District Liaison, School Social Worker, Guidance Counselor, Private agencies and resources, Child Study Team, SBLT**		
1-5	☐ Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. **Attendance & Transient – If knew situation we could get a bus right away.** **Contact the homeless team when assistance is needed beyond school control.**		
1-5	☐ Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. **Getting a bus right away and begin services (Liaison, Private Services, Guidance, Social Worker, Child Study Team, SBLT) ASAP.** **Reduce stress of the student** **Establish a rapport with family and students** **Provide a mentor** **Provide breakfast and lunch without barriers and stigma to the student** **Make sure homeless students are coded correctly in Portal** **Encourage teachers to have a buddy system for homeless students**		
1-5	☐ Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). **Monitor daily attendance through Portal; teacher, DMT, Social Worker, Guidance Counselor, Child Study Team, SBLT**		
1-5	☐ Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). **Students will attend classes and participate fully in school activities.**		

	Part III: Professional Development		
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.		
1-5	☐ Related goal **1-Teachers will participate in professional development on rigor in reading using the resource, *Text Complexity*, during a monthly book study.** **2-All teachers will participate in monthly professional development on MFAS assessments and using these assessments to drive high yield instruction.** **3- Teachers will participate in school-based training on conferring and elaboration. Follow-up discussions will occur in PLC meeting on a monthly basis.**		
	☐ Topic, focus, and content **1-This professional development will increase the understanding and implementation of text complexity, matching readers to texts and Close reading techniques.** **2-Monthly PLCs will be based on developing and implementing grade level formative assessments. Cross grade level articulation meetings will be held each semester to provide vertical alignment of Common Core Standards instruction.** **3- Conferring and elaboration**		
	☐ Facilitator or leader **Kim Stoessel, Assistant Principal & the Literacy Team** **Mary Osborne, Literacy Coach**		
	☐ Participants (e.g., Professional Learning Community, grade level, schoolwide) **Schoolwide**		
	☐ Target dates or schedule (e.g., professional development day, once a month) **Once a month**		
	☐ Strategies for follow-up and monitoring **Classroom walkthrough data and PLCs**		
	☐ Person responsible for monitoring **Bonnie Cangelosi, Principal & Kim Stoessel, Assistant Principal**		

	Part IV: Coordination and Integration		
4	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.		
	Part V: Budget		
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:		
4	☐ Related goal		
4	☐ Strategy		
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)		
4	☐ Description of resources		
4	☐ Funding source		
4	☐ Amount needed		
	Part VI: Mid-Year Reflection		
	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		
1-5	☐ Has the goal been achieved?		Standard 5: Using Results for Continuous Improvement
1-5	o If yes, what evidence do you see to indicate you have achieved the goal?		Standard 5: Using Results for Continuous Improvement
1-5	o If no, is desired progress being made to accomplish the goal?		Standard 5: Using Results for Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?		Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, have the originally targeted barriers been eliminated or reduced?		Standard 5: Using Results for

			Continuous Improvement
1-5	☐ If yes, what evidence do you see to indicate barriers have been eliminated or reduced?		Standard 5: Using Results for Continuous Improvement
1-5	☐ If no, are the original strategies being implemented with fidelity as designed?		Standard 5: Using Results for Continuous Improvement
1-5	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.		Standard 5: Using Results for Continuous Improvement
1-5	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.		Standard 5: Using Results for Continuous Improvement